# Coimisiún na Scrúduithe Stáit
State Examinations Commission

## Junior Certificate 2017

## Marking Scheme

## Geography

## Higher Level

**Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

**Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Introduction

In considering this marking scheme, the following should be noted:

- The detail required in any answer is determined by the context and the manner in which the question is asked and by the number of marks assigned to the answer in the examination paper.
- Words, expressions or phrases must be correctly used in context and not contradicted, and where there is evidence of incorrect use or contradiction, the marks may not be awarded.
- As a general rule, if in doubt about the validity of any answer, examiners must consult their advising examiner before awarding marks.
- The suggestions, examples etc. in the scheme are not exhaustive and alternative valid answers etc. are acceptable.

## Section 1

## Allow 20 Questions @ 3 marks each = 60 marks

1. 3 @ 1 mark each
(i) Crater (ii) Vent (iii) Magma chamber/magma reservoir

2. 3 @ 1 mark each
(i) Focus (ii) North America (iii) Richter scale

3. 3 @ 1 mark each
**C** = Landslide, **B** = Bog burst, **A** = Soil creep

4. 3 @ 1 mark each
(i) Scree slope (ii) Freeze-thaw action (iii) Mechanical weathering

5. 3 @ 1 mark each

| **X** | **Y** |
|---|---|
| A | 3 |
| B | 2 |
| C | 1 |
| D | **4** |

6. 1 @ 3 marks
2, 3, 5

7A. 3 @ 1 mark each
(i) Corrie (cirque) (ii) Glacial erosion (iii) Plucking and abrasion

7B. 3 @ 1 mark each
(i) Tombolo (ii) Coastal deposition (iii) Longshore Drift

8A. 3 @ 1 mark each

| **X** | **Y** |
|---|---|
| A | 3 |
| B | 4 |
| C | **1** |
| D | 2 |

**OR**

8B. 3 @ 1 mark each

| **X** | **Y** |
|---|---|
| A | 4 |
| B | 2 |
| C | **3** |
| D | 1 |

9A. 3 @ 1 mark each
(i) Brazil (ii) Mali (iii) High

**OR**

9B. 3 @ 1 mark each
Capital, Labour, Tractor

10. 1 @ 3 marks
1, 4, 5

11. 3 @ 1 mark each
(i) Tertiary (ii) Secondary (iii) Primary

12. 1 @ 3 marks
2, 3, 4

13. 3 @ 1 mark each
(i) Cirrus (ii) High (iii) Fine Weather

14. 1 @ 3 marks
Isohyets

15. 1 @ 3 marks
Georgian

16. 1 @ 3 marks
Religious

17. 3 @ 1 mark each

| **X** | **Y** |
|---|---|
| A | 3 |
| B | 4 |
| C | **2** |
| D | 1 |

18. 3 @ 1 mark each
(i) False (ii) False (iii) True

19. 1 @ 3 marks
Right middle-ground

20. 3 @ 1 mark each
(i) Deciduous (ii) Summer (iii) Agricultural

Please complete the **Folder Marking Grid** on the front cover of the Folder and enter the **Folder Total Mark** on the **top right corner of the first page** of the candidate's script e.g. **F 46**.

## Section 2

## Allow Three Questions @ 30 marks each

**Question 1. ECONOMIC ACTIVITIES**

**A. Tourism**

(i) Choose **one** of the four tourist regions above and name a specific example in Ireland of this tourist region.

**Irish Tourist region named @ 1m**

Any specific Irish example.

(ii) Explain **one** reason why tourists are attracted to the tourist region in Ireland named by you in part (i) above.

**One Explanation @ 3m (St1 + D1 + D1)**

**Answer must relate to region named above, otherwise Statement marks only. No marks for repeating name from (i) above in (ii).**

Reasons could include the following:
Areas of Natural Beauty: scenic views, unique landscapes, glacial valleys etc.
Coastline/Beaches: named beaches, Wild Atlantic Way, water sports etc.
Recreation & Sporting: named stadia, walk/cycle tracks, golf courses etc.
Cities: cultural, historical, shopping attractions etc.

(iii) Describe **one** positive economic impact of tourism.

**One Description @ 3m (St1 + D1 + D1)**

Economic impacts could include job creation, improved services etc.

(iv) Describe **one** negative impact of tourism on the environment.

**One Description @ 3m (St1 + D1 + D1)**

Negative impacts on environment could include water pollution, damaged landscapes etc.

(10)

**B. Fishing**

(i) Explain **two** reasons for the over-exploitation of fish.

**Two reasons explained @ 3 marks each (St1 + D1 + D1)**

Reasons could include super trawlers, net mesh size, modern technology such as sonar etc.

(ii) Describe **two** measures that could be used to prevent the over-exploitation of fish.

**Two measures described @ 2 marks each (St1 + D1)**

**Accept direct repetition for Statement mark only, look for new information for Development.**

Measures could include use of quotas, fishery protection vessels etc.

(10)

**C. Industrial Location**

Describe and explain **three** reasons why the location of Britain's iron and steel industry has changed over time.

**Three Descriptions/Explanations @**
**4m (St2 + D1 + D1) + 3m (St1 + D1 + D1) + 3m (St1 + D1 + D1)**

**One Development mark only reserved for reference to time.**
**Must have reference to explanation in each answer for full marks.**

(10)

**Question 2. RIVERS AND HUMAN ACTIVITY**

**A. Rivers**

(i) Name each of the **three** stages **A**, **B** and **C**.

**Three stages @ 1m each**

A Upper Course /Youthful stage
B Middle course/Mature stage
C Lower course/Old Age stage

(ii) Name **one** feature formed by river erosion and, with the aid of a labelled diagram, explain how it was formed.

**Feature named @ 1m**
**Labelled diagram @ 1m**
**Explanation of formation @ 7m (St2 + D1 + D1 + D1 + D1 + D1)**

**One development mark may be for additional information, not in the written, on a diagram.**
**One development mark must be for a process.**

Features could include waterfall, V-shaped valley etc.
With regard to meander/oxbow etc. accept only erosion aspect.

(12)

**B. Flooding**

(i) Explain **one** way in which flooding damages an area.

**One Explanation @ 4m (St2 + D1 + D1)**

Look for reference to damages property/crops, loss of life etc.

(ii) Explain **one** way in which flooding can be of benefit to an area.

**One Explanation @ 4m (St2 + D1 + D1)**

Look for reference to alluvial deposits, natural irrigation etc.

(8)

## C. Human Interaction with the Landscape

(i) Explain **two** advantages of hydroelectric power.

**Two Explanations @ 3m each (St1 + D1 + D1)**

Advantages could include reference to clean/renewable energy, reducing oil imports etc.

(ii) Describe **two** objections which might be made to the development of a hydroelectric power station.

**Two Descriptions @ 2m each (St1 + D1)**

Objections could include damage to natural habitats, flooding farmland/settlements etc.

(10)

**Question 3. GEOGRAPHICAL MIX**

Answer **ANY THREE** of the questions **3A**, **3B**, **3C**, **3D**.

**3A. Soil**

(i) What name is given to the process where nutrients are washed down through soil?

**Process named @ 2m** Leaching

(ii) Name any **two** Irish soil types.

**Two Irish soils named @ 1m each** Brown Earth, Podzol, Gley etc.

(iii) Describe and explain the formation of any **one** of the soil types named by you in part (ii) above.

**Two Description/Explanation @ 3m each (St1 + D1 + D1)**

**One Development mark must relate to explanation of formation.**

(10)

**3B. Unequal World**

(i) How much bilateral aid (€ millions) did Uganda receive?

**(€) 23.3 (millions) @ 1m**

(ii) Calculate **X**, the amount of bilateral aid (€ millions) received by Malawi.

**(€) 20.0 (millions) @ 2m**

(iii) State what is meant by the term *bilateral aid*.

**Statement @ 1m**

Look for reference to "Govt. to Govt.".

(iv) Explain **two** advantages of aid to countries in the developing world.

**Two Explanations @ 3m each (St 1 + D1 + D1)**

Look for reference to more/better/improved health, education etc.

(10)

**3C. Economic Development**

Explain how any **two** of the following factors have slowed up economic development in a developing country that you have studied:

- Climate change (Look for reference to Drought/Desertification etc.)
- Population growth (Look for reference to pressure on resources etc.)
- Arms expenditure (Look for reference to less money for services, debt etc.)
- War. (Look for reference to injury/death, disruption of services etc.)

**Two Explanations @ 5m each (St2 + D1 + D1 + D1)**

**One development mark for naming a developing country, awarded to the benefit of the candidate.**
**Country not named statement marks only.**
**Both factors must be from the same country.**
**Two different countries dealt with, mark both and allow the highest one.**

(10)

**3D. Population**

(i) State **two** reasons why the death rate is fluctuating in Stage 1.

**Two reasons stated @ 1m each**

Reasons could include famine, disease, war etc.

(ii) Explain **one** reason why total population is increasing rapidly in Stage 2.

**One explanation @ 3m (St2 + D1)**

Reasons could include improved health care, food supply etc.

(iii) Explain **one** reason why birth are declining in Stage 4.

**One explanation @ 3m (St2 + D1)**

Reasons could include status of women, later marriage etc.

(iv) Name **one** example of a country in Stage 4 of the Demographic Transition Model.

**Country named @ 2m** Any developed country

(10)

**Question 4. WEATHER AND CLIMATE**

**A. Rainfall**

(i) Name the type of rainfall associated with the diagram above.

**Rainfall named @ 2m** Convectional

(ii) Describe and explain how this type of rainfall occurs.

**Two Descriptions/Explanations @ 3m each (St1 + D1 +D1)**

**One Development mark reserved for explanation.**

Look for reference to sun heating the earth, warm air rising, cooling and condensing etc.

(8)

**B. Climate**

Explain how any **three** of the following factors influence climate:

- Latitude (closer to equator etc.)
- Prevailing winds (any way winds influence temp/precip)
- Distance from seas and oceans (unequal heating of land/sea etc.)
- Altitude (higher up, colder it gets etc.)
- Relief. (increased exposure of upland areas etc.)

**Three explanations @ 4m each (St2 + D1 + D1)**

(12)

**C. Climate Type**

(i) Name one **hot** climate that you have studied.

**Hot climate named @ 2m**
Hot Desert, Equatorial, Savannah etc.

(ii) Describe and explain the temperature **and** precipitation characteristics of this hot climate.

**Description/Explanation of temperature characteristics @ 4m (St2 + D1 + D1)**
**Description/Explanation of precipitation characteristics @ 4m (St2 + D1 + D1)**

**If part (i) invalid then Statement marks only in part (ii).**
**One Development mark reserved for explanation in both temperature and precipitation.**

(10)

**Question 5. AERIAL PHOTOGRAPH AND ORDNANCE SURVEY MAP**

**A**. Examine the **AERIAL PHOTOGRAPH** supplied with this paper.

Draw a sketch map of the aerial photograph.

On your sketch map **show** and **label** each of the following:

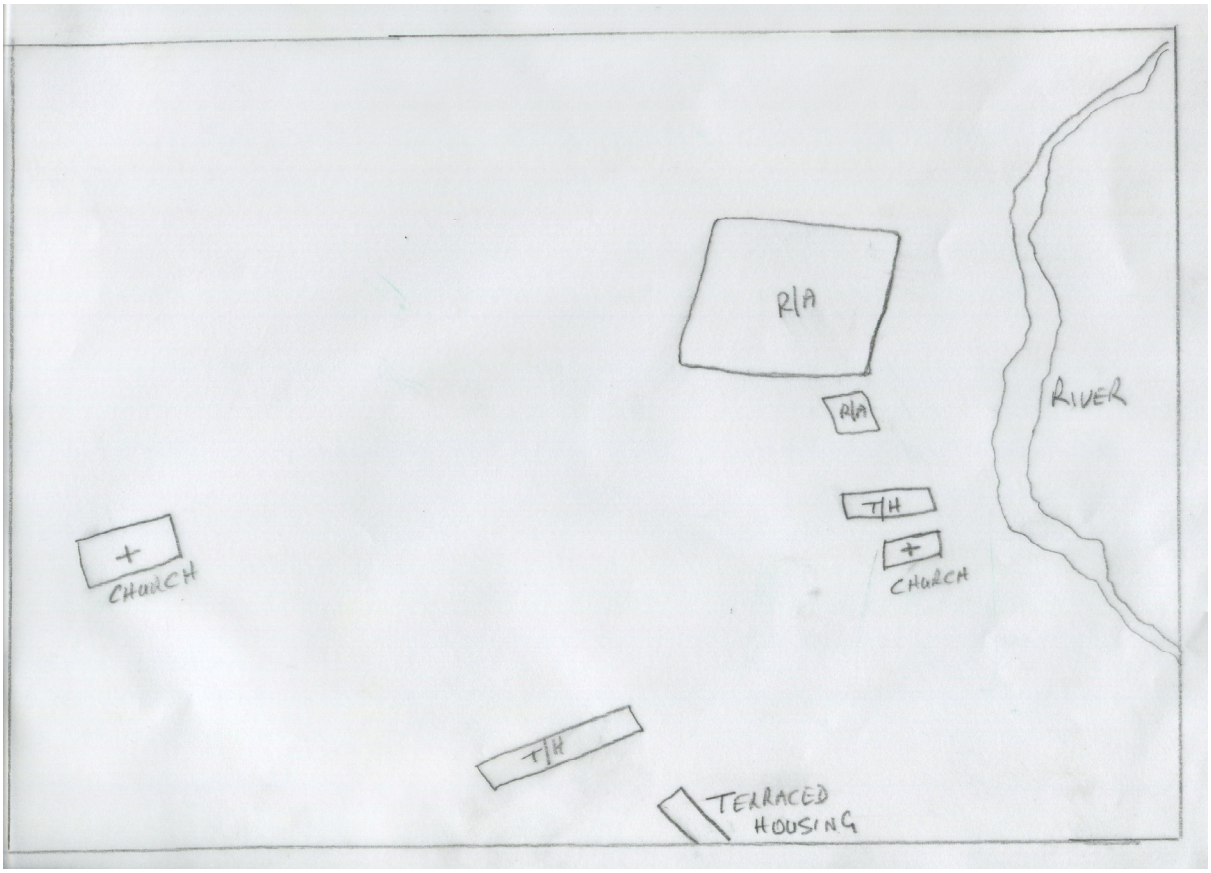
- The river
- A church
- A recreational area
- An area of terraced housing.

**Four features shown and labelled @ 2m each.**

**Each feature must be accurately shown in outline and labelled.**

**Frame and Orientation @ 2m (1 + 1)**

(10)




**Above sketch for illustration purposes only.**

**B.** Examine the **AERIAL PHOTOGRAPH** accompanying this paper.

It is proposed to build a hotel in the right foreground of the aerial photograph.

Explain two reasons why this would be a suitable location for a hotel.

**Two explanations @ 4m each (St2 + D1 + D1)**

Reasons could include good road access, close to town for services etc.

(8)

**C.** Examine the **ORDNANCE SURVEY MAP** accompanying this paper.

'The area shown on the Ordnance Survey map has a long history of settlement.'

Name, locate using six-figure grid references, and explain any **three** different examples of historic settlement evident on the map.

**Three examples of historic settlement as follows:**
**Named 1m**
**Grid reference 1m**
**Explanation 2m (St1 + D1)**

Examples could include Megalithic tomb (W295 668), Standing stone (W263 671), Castle (W293 734) etc.

(12)